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By-Green, Ralph; Schaeffer, Geraldine

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The purpose of this project was to improve basic police training by investigating existing curriculums and producing standardized instructional materials; however, funding termination did not allow the latter. VT 007 473 is a report of a literature and curriculum review for this project. From this review and a related study 168 topics were identified under 12 police training subject areas. Rough drafts of lesson plans were made for two of these areas. An examination of these topics resulted in the conclusion that differences between agencies and localities precluded a viable "national" or "model" curriculum for police training. (EM)

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FINAL REPORT
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DEVELOPMENT OF MULTI-MEDIA PROGRAMMED INSTRUCTIONAL MATERIALS FOR THE TRAINING OF LAW ENFORCEMENT OFFICERS

September 1968

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

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DEPARTMENT OF EDUCATION
TRENTON, NEW JERSEY

Dr. Carl L. Marburger
Commissioner of Education

Dr. Robert M. Worthington
Assistant Commissioner of Education
Division of Vocational Education

FINAL REPORT

Project No. 6-2840
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Law Enforcement Training Project

Authors - Ralph Green
Geraldine Schaeffer

Principal Investigator -
Leo A. Culloo
Executive Secretary
Police Training Commission
Department of Law and Public Safety

New Jersey State Department of Education
Division of Vocational Education
Trenton, New Jersey 08625
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U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

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Geraldine Schaeffer

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SUMMARY

A universal problem in police training programs is the difficulty in establishing uniformity of lesson content and of instructor skill levels. The nature of police work causes rapid turnover in assignments of instructors with consequent wide fluctuations in abilities and expertise.

The original project objective was to try to improve police training by careful revision of the current New Jersey training curriculum and the production of complete, detailed lesson plans and "teaching kits" for each lesson.

The curriculum was to be studied and compared with the results of a national survey of such curricula. The initial phase of the project then developed into a review of published and unpublished materials relating to basic police training curricula. This initial curriculum study showed that very little systematic, formalized work had been done in this field. Fundamental questions about the construction of efficient, testable curricula directly related to job performance needed to be answered.

At this point the original project objectives were revised and the major emphasis was put upon the curriculum study. Priority was given to finding a method for the design of an effective curriculum and testing it.

A methodology was devised and a pilot study of the method planned. The basis of this method was a three part task analysis - (a) an analysis of what police actually do "on the job" (b) an analysis of the police agency expectations and organization and (c) an analysis of community expectations regarding police service. It is believed that this approach is unique in the field. The Project was terminated just as the field work was about to begin.

The substantial portion of the Project's programs were not completed and therefore could not yield completed findings and conclusions.

The initial curriculum study did point up the lack of published and unpublished material in the field. Research is needed in all areas of the training curriculum. Particular effort should be made to relate job performance to the training curriculum. This, in turn, implies a much closer, more systematic and searching look at the function or role of the policeman in todays society. Only on the basis of a clear definition of this role can an efficient training program be constructed.

I - History of the Law Enforcement Training Project

This Project in Training for Law Enforcement Officers was proposed to the United States Office of Education on May 2, 1966 It was approved on December 1, 1966 as a two phase program, the first phase period to run from February 1, 1967 to January 31, 1968. A grant award of $40,109 was made for this first phase. Subsequent extensions of the final date, without additional funds, were made to April 30, 1968 and then to July 31, 1968. A funded extension to August 31, 1968 permitted orderly termination of the Project.

Actual operations began on March 15, 1967 with the employment of a Project Director.

The initial phase of the Project developed into a review and reevaluation of the objectives stated and implied in the Project proposal. It was necessary to reshape the objectives to fit the possibilities of the actual working potential of the Project. Under "Background" and "Methods" below are explained these very substantial changes that were made in the rationale and goals of this study.

The Project was hampered by a number of procedural and administrative problems. Two of these proved to be particularly troublesome and remained so throughout the life of the Project. They were (1) the procurement of competent staff personnel and (2) finding adequate rent-free work space. Neither of these problems was ever resolved on more than a temporary basis.

An analysis and study of basic police training curricula design was begun and in November 1967 a draft report was finished. It was reviewed and edited and a final version was distributed in January 1968 to appropriate and interested agencies. This Initial Curriculum Study has received considerable notice in the law enforcement training field.

Basic content research was begun in October 1967 into subjects appropriate for use in the Edex systems operated by the New Jersey Police Training Commission. The same subjects were researched for the production of self-instructional materials and "teaching kits" as explained below.

Early in 1968 as a result of the curriculum study research, it was decided to direct the activities of the Project into basic curriculum research and to suspend temporarily the instructional materials production. This fundamental change in the Project rationale and goals is detailed below. It is the most significant result of the Project research.

The spring and early summer of 1968 were devoted primarily to developing a methodology for a pilot study encompassing a task analysis of a police agency and a community opinion analysis. The planning and initial phases of this study had been completed when the Project was terminated.

The changes in thinking and of objectives were described in the renewal proposal for the second phase of the Project operation. This renewal proposal and grant award request were submitted to the United States Office of Education in June 1968 and were approved in July 1968 shortly before notification was received of the termination of the Project.

II - Background for the Study

The purpose of this study, broadly stated, was to improve basic police training by investigating what should be taught in basic police training and by producing standardized instructional materials.

To fulfill the Project's general purpose of improving basic police training, it was decided that the following three major objectives could be pursued within the Project's budget and time limitations:

A. A study and analysis of work on the design, construction and evaluation of basic police training curricula was to be done by consulting with leading police training experts and by examining the literature. From this research a national consensus curriculum for basic police training was to be determined. This consensus curriculum would reveal the topics which are generally regarded as important in basic police training throughout the United States. A New Jersey consensus curriculum for basic training was also to be determined by surveying the corps of New Jersey police training instructors. The national and the New Jersey consensus curricula were to be examined and evaluated by both police and education experts. Recommendations for improving the existing curricula and for constructing a "model curriculum" or "model curricula" were to be made by this group.

B. Instructional materials for use with the Edex student-response systems in the Police Training Commission's two mobile classrooms and for use in standard class rooms were to be produced, tested and evaluated. These instructional materials were to be used in basic recruit training.

C. Self-instructional materials for use in basic police training were to be produced, tested and evaluated. These self-instructional materials and the Edex instructional materials were to cover the same subject areas.

   To assist the on-going training programs of the Commission these same subject areas were to be used to produce instructional materials in the form of "teaching kits." The kits were intended for use in traditional classrooms in the regional training schools.

The three kinds of instructional materials were then to be field tested and evaluated for comparative effectiveness.

As a result of the unexpected termination of the the Project, these three objectives were only partially fulfilled. A description of the completed work and the work in progress follows.

III - Methods

A. Curriculum Study

Consultations were held with police training experts from different geographical areas and from different kinds of agencies. The purpose of the consultations was to clarify the state of basic police training as it is revealed in the leading police training academies, and to answer the following questions which were mailed to the commanding officers at the training academies to serve as a basis for discussion:

1. How has "what to teach" been approached in the past and today?

2. What study has been made of basic police training curricula?

3. What has been done in systematically analyzing police tasks? Has the analysis of police tasks been related to training?

4. Has there been any evaluation of the comparative importance of the subjects in these basic curricula?

5. What should a "model curriculum" include?

The literature in the field of basic police training was gathered. Unpublished as well as published material was included. More specifically recent surveys of basic police training, basic police training curricula, reports regarding basic training from police departments and state agencies regulating minimum basic training standards, basic training course title listings, unpublished Masters' theses and raw data were included as well as the standard police texts.

A report, The Initial Curriculum Study, was written based on the consultations with the experts and on the review of the literature. The purpose was to indicate the state of basic police training as experts in the field know it to be and as it is revealed in the literature. A copy is included in this final report.

Recent raw data describing the basic training programs conducted at a representative sample of eighty-eight training agencies was gathered. The eighty-eight agencies included municipal, county, consolidated/regional agencies, state law enforcement agencies as well as state agencies responsible for maintaining minimum training standards. Included were large, medium-sized and small agencies from all geographical regions of the United States.

Tables were prepared indicating the topics covered in the basic training programs of the eighty-eight agencies and the number of hours devoted to each topic for each of the agencies. 168 topics were described within twelve major subject areas.

From these tables indicating the course offerings, answers to the following questions were to be determined:

1. What topics are presented in the curricula of the surveyed agencies?

2. What is the average number of hours devoted to each topic when considering all the agencies in the sample?

3. What is the average number of hours devoted to each of the topics when considering only those training agencies teaching the topic?

4. How many agencies are engaged in teaching each of the topics?

5. Which topics are emphasized with respect to the number of agencies teaching the topic and the number of hours devoted to each of the topics? (The answers to questions 1-5 would reveal the national consensus curriculum.)

6. What is the range of hours used to teach each of the topics?

7. What differences (if any) are there in the training programs of different types of agencies?

8. What differences (if any) are there in the training programs of agencies serving populations of different size?

9. What differences (if any) are observable in the training programs of agencies serving different geographical regions of the United States?

10. What differences (if any) are discernible in the training programs of agencies serving states with training laws and those without such legal requirements?

11. What differences (if any) are there in the training programs as the amount of time devoted to training varies?

The answers to questions 1-6 may be found in the appended tables "Basic Police Training: The National Consensus Curriculum."

An instrument was developed to survey all certified instructors teaching basic training topics at the fourteen regional training schools in the state of New Jersey. The purposes of the survey were the following:

1. To determine the topics taught in basic police training in the state of New Jersey in terms comparable to the national survey of basic training which has already been conducted.

2. To compare the national survey of basic police training and the local survey of New Jersey police instructors.

3. To discover the opinions of New Jersey police instructors regarding the relative importance of the 168 basic police training topics identified in the national survey.

4. To determine the training methods used by police training instructors.

5. To determine the major characteristics of basic training programs such as the main instructional goals, the methods of selecting curriculum content, the methods of organizing curriculum content and the methods of evaluating the training programs.

The questionnaire was submitted to a panel of experts for criticism. Final revision of this questionnaire according to the suggestions of the experts was in progress at the time the Project was terminated. A copy of the questionnaire appears in the Appendix.

B. Production of Instructional Materials for the Edex System

Source materials relating to the subject of "Patrol Procedures" were gathered from police training agencies and libraries. The materials were analyzed and broken down into logical groupings. Rough drafts of lesson plans were made for two topics in this major subject area. Work was suspended on the production of instructional materials to direct all energies to the curriculum study and to carry out the original objective to reassess and re-evaluate the curriculum structure.

C. Production of Self-instructional Materials

Subject content was identified and material gathered. Rough drafts of lessons were laid out. Further work was suspended because of lack of funding for programmed learning personnel.

IV - FINDINGS

A. Initial Curriculum Study

The results of the consultations with the experts in the field and the review of the literature appear in The Initial Curriculum Study. A copy of this study appears in the Appendix. Some of the findings are:

1. Across the nation, great efforts are being made to provide effective basic training.

2. Surveys show that more than 50% of the agencies have programs exceeding 200 hours in length and that 58% of officers are hired by agencies offering programs of more than 200 hours. However, only 15% offer training prior to any active service.

3. Training programs studied varied from almost no formal training to 1,225 hours.

4. Curriculum topic listings show surprising similarity and vary little from one geographical area to another and from short to long programs.

5. The content of the curricula is basically skills-oriented.

6. The methods of selecting curricula content vary from highly formal systems to very informal approaches. It is probable that the majority of agencies use a very informal "armchair" approach with little or no systematized criteria.

7. Raw data were gathered from a representative sample of 88 agencies. We have analyzed this data and found that the average number of hours in the basic training curricula of these agencies to be 251 hours. The following is the distribution of subjects by per cent in these curricula.

Basic Police Curricula Subjects by Per Cent of Total Hours

11.0%	Patrol
8.3%	Traffic
14.6%	Investigation
20.3%	Administration of Justice
3.7%	Social Science
26.5%	Physical Training Skills
1.0%	Staff Services
2.9%	Program Time
4.3%	General
5.2%	Field Training
0.8%	Agencies
1.4%	Miscellaneous
100.0%	

8. The bulk of training is done by the traditional classroom lecture method. Some agencies make use of other methods. Much wider use should be made of "problem-solving" techniques, attitude changing techniques and methods employing modern educational technology.

   Development of the recommended kinds of curricula would be expensive in terms of money and expert personnel.

9. General critical evaluations in the literature were usually negative in tone. The President's Commission (Task Force Report: The Police) was highly critical of police training.

10. Techniques of evaluating training were almost unmentioned.

11. Leaders in the field are acutely aware of the needs to improve training and are actively working to do so.

    It is important that some apparatus be provided to organize, systematize, coordinate, assist and direct these efforts at improvement.

B. Analysis of Police Service

As a result of the Initial Curriculum Study described above, it was evident that little systematic research had been conducted in determining how police functions and tasks presented in police training curricula relate to the police functions and tasks required or actually performed. In light of this finding, it was decided that certain fundamental questions must be answered and the answers related to basic training programs before further attempts are made to design and construct new curricula. These questions include the following:

1. What does the police organization expect the officer to do?

2. What is the police organization's role in the community?

3. What does the policeman actually do?

4. What knowledge is necessary for the officer to have to do his job effectively?

5. What decisions does the officer have to make?

6. What police tasks receive priority?

7. What do people from diverse backgrounds believe the best police service should be?

8. What do people consider important in police protection?

It was recognized that in order to answer these questions, it would be necessary to develop methods for identifying police agency objectives both stated and implied (questions 1-2), police functions and tasks (questions 3-6), community expectations regarding police service (questions 7-8) and for evaluating curricula in relation to the objectives, actual performance, and expectations so identified. A study was planned for the purpose of developing the needed methods and for carrying out a trial application and evaluation of the methods in a pilot study.

The approach as planned was to entail evaluating four separate interpretations of police functions and tasks. These are:

1. Functions and tasks as expressed by local police department objectives and implied by the administrative structure of the department.

2. Functions and tasks as derived from observation of police activities.

3. Functions and tasks as expressed by the expectations of local citizens within the community.

4. Functions and tasks as expressed in the local basic police training programs.

This approach would yield information upon which to establish guidelines for basic training programs that are directly related to actual field behavior. It would deal forthrightly with the criticism expressed by the President's Commission on Law Enforcement and the Administration of Justice, that "recruit training in police agencies is most often inadequate because the instruction bears little relationship to what is expected of the officer when he goes to work in the field." (Task Force Report: The Police, p. 20).

It is our opinion that identifying the need for devising a tested method for developing basic police training curricula was the most important conclusion of this Project's completed research and investigations.

The methodology of one possible method was laid out as explained above. The planning for the pilot study to test this methodology and to demonstrate its usefulness had reached an advanced stage when the Project funding was terminated.

C. Data Analysis

The analysis of the raw data regarding basic police training curricula was incomplete at the time of the termination of the Project. What had been determined is described above under "III Methods." A national consensus curriculum was calculated.

A detailed breakdown of the 168 topics commonly found in training curricula may be found in the Appendix, Tables I through XIII.

An examination of these tables reveals the following points:

1. Within the twelve major subject areas, almost one half of the average hours is devoted to "Physical Training and Skills" and "Administration of Justice."

2. The following table indicates the most frequently taught topics in respect to the number of agencies teaching the topics.

TABLE I

THE NINETEEN* CURRICULUM TOPICS WHICH ARE TAUGHT MOST FREQUENTLY IN BASIC TRAINING PROGRAMS (RANKS 1-19)

Curriculum Topics - By Rank	Agencies Teaching Each Topic
	N
Weapons	83**
Patrol Techniques	76
Laws of Arrest	75
Criminal Law	74
Report Writing	73
Public Relations	71
Accident Investigation	70
First Aid	67
Search and Seizure	67
Evidence	66
Defensive Tactics	65
Interrogation	61
Testifying in Court	58
Handling Juveniles	56
Note Taking	55
Examinations	53
Criminal Investigation	52
Collecting and Preserving Evidence	51
Crowd and Riot Control	50
Total	88

*Nineteen topics were used as a cut-off figure because these nineteen topics were taught by at least fifty of the eighty-eight agencies. This is significantly above one-half the number of surveyed agencies.

**Only 83 of the 88 agencies listed training in "Weapons" in their recruit school schedule at the time the survey was conducted. Since this was regarded as unusual, direct contact was made with the agencies not listing training in "Weapons." It was discovered that although these agencies had not listed this topic in their recruit school schedules at the time the survey was conducted, actual training in "Weapons" was conducted at that time.

3. The following table indicates the nineteen curriculum topics to which the most number of hours were devoted.

TABLE II

THE NINETEEN CURRICULUM TOPICS TO WHICH THE MOST NUMBER OF HOURS WERE DEVOTED (BASED ON ALL 88 AGENCIES) RANKS 1-19

Curriculum Topics By Rank	Average no. of hours devoted to each topic	
	based on all 88 agencies Av.=total hrs. / 88	based on no. of agencies teaching topics Av.=total hrs. / no. teaching
Weapons	21.0	22.3
Defensive Tactics	12.7	17.3
Criminal Law	11.7	13.8
First Aid	11.1	14.2
Field Training	9.7	33.2
Accident Investigation	9.6	12.2
Patrol Techniques	8.8	10.2
Report Writing	8.2	9.9
Criminal Investigation	6.9	11.7
Laws of Arrest	6.0	7.1
Physical Education	5.4	25.0
State Traffic Laws	5.1	13.2
Defensive Driving	4.8	12.7
Public Relations	4.6	5.6
Evidence	4.5	6.0
Examinations	4.3	7.1
Crowd and Riot Control	4.1	7.2
Typing	4.0	44.1
Search and Seizure	3.8	5.0

4. When considering the nineteen topics taught most frequently and also the nineteen topics to which the most time was devoted, there was agreement in fourteen of the topics in each of the distributions. The fourteen topics that appear on Table I that also appear on Table II are:

Weapons
Patrol Techniques
Laws of Arrest
Criminal Law
Report Writing
Public Relations
Accident Investigation
First Aid
Search and Seizure
Evidence
Defensive Tactics
Examinations
Criminal Investigation
Crowd and Riot Control

Observation of Table I and Table II reveals that the rank orders of these fourteen topics were fairly close.

5. Another important conclusion that is obvious from these tables is that a consensus curriculum covering a wide spectrum of agencies is not a reliable guide for the needs of a particular agency. To be noted is the wide discrepancy between the average number of hours a subject is taught based on all of the agencies sampled and the average number of hours a subject is taught based on only the schools teaching that topic. The overall averages give a misleading picture of the prevalence of the topics and especially of the time allocated to teaching each topic.

Too often local curricula are based upon some general or recommended curriculum that may have little validity for the particular community.

Nevertheless this statistical breakdown can serve as a useful check-list for police training agencies.

Further analysis of this data to determine the influence of variable factors (size, location, type of community, type of agency, etc.) was approaching completion at the termination of the Project.

V - Conclusions and Recommendations

It was not possible to complete the several activities of the Project and so definite and final conclusions were not formulated in the areas investigated.

Nevertheless certain broad implications have taken shape through the accomplished studies.

The investigation of known work in the designing and writing of basic police training curricula clearly showed that very little has been done in this area in a formalized, systematic way. We were not able to find curriculum materials that had been subjected to acceptable rigorous testing and validation. Nor were we able to find tested proven methods that had been used to construct police training curricula. Clearly indicated is the need to develop systematic methods for curriculum construction and to test such methods.

The method proposed by this Project was unique in some respects. It was hypothesized that this method, combining task analyses of police work and organization with a community opinion survey would yield information upon which an efficient curriculum could be devised. This curriculum would closely relate the content of the training to the requirements of the actual field performance of law enforcement officers.

The curriculum data analysis reached the stage where it became apparent that there are wide differences in topic content between one training agency and another. Further study is needed to identify these differences and the factors causing the differences. We have concluded that there are substantial differences between agencies, that these differences are probably due to local needs and conditions and that the widely accepted practice of using "national" or "model" curricula as guides is not a reliable method.

The curriculum data available should be subjected to intensive analysis to determine, if possible, what factors can be identified as significant in the shaping of training curricula.

APPENDIXES

THE LAW ENFORCEMENT TRAINING PROJECT

BASIC POLICE TRAINING: THE NATIONAL CONSENSUS CURRICULUM

STATISTICAL TABLES

From responses to a nation-wide basic police training survey, a representative sampling of eighty-eight agencies was randomly selected for the purpose of determining the national consensus curriculum.

Each of the eighty-eight agencies was requested to submit its recruit school schedule which lists the topics covered and the number of hours devoted to each topic. From the schedules submitted, a table was compiled indicating the topics covered and the number of hours devoted to each topic for each of the eighty-eight agencies. We were able to describe the following:

1. The national consensus curriculum as observed in the eighty-eight agencies.
2. The topics presented in the curricula of these eighty-eight agencies.
3. The number of agencies actually engaged in teaching each of the topics.
4. The range of hours used to teach each of the topics.
5. The distribution of the total number of hours for each of the topics based on the agencies actually teaching the topic.
6. The topics which are emphasized in each major area of the curriculum.

The tables in this report present the data relative to the above cited points.

TABLE I

THE DISTRIBUTION OF TOTAL NUMBER OF HOURS
SPENT BY ALL 88 AGENCIES COMBINED
IN EACH OF THE MAJOR SUBJECT AREAS

Major areas	Total hours in each major area	Average no. of hours in each major area Av. = $\bar{m}$ = $\frac{\text{total hours spent in each area}}{88}$
Patrol	2,425	27.6
Traffic	1,828	20.8
Investigation	3,234	36.8
Administration of Justice	4,499	51.1
Social Science	813	9.2
Physical Training & Skills	5,890	66.9
Staff Services	223	2.5
Program Time	642	7.3
General	956	10.9
Field Training	1,117	12.7
Other Agencies	175	2.0
Miscellaneous	308	3.5
Total	22,110	$\bar{M}$ (Grand Mean) = 251.3

TABLE II

THE DISTRIBUTION OF HOURS SPENT
IN TEACHING "PATROL" RELATED TOPICS

Topics	Agencies Teaching Each Topic			Average no. of hours devoted to each topic	
	Number	Range in hours	Total hours	based on no. of agencies teaching topic Av. = total hrs. / no. teaching	based on all 88 agencies Av. = total hrs. / 88
Report Writing	73	1 - 140	726	9.9	8.2
Use of the Police Radio	41	1 - 9	119	2.9	1.4
Handling Juveniles	56	2 - 16	278	4.9	3.2
Report Forms	5	1 - 14	32	6.4	1.5
Defensive Driving	33	1 - 120	421	12.7	4.8
Patrol Techniques	76	1 - 108	778	10.2	8.8
Field Notebook	14	1 - 8	71	5.0	0.8

TABLE III

THE DISTRIBUTION OF HOURS SPENT
IN TEACHING "TRAFFIC" RELATED TOPICS

Topics	Agencies Teaching Each Topic			Average no. of hours devoted to each topic	
	Number	Range in hours	Total hours	based on no. of agencies teaching topic Av. = total hrs. / no. teaching	based on all 88 agencies Av. = total hrs. / 88
Accident Investigation (class)	70	1 - 130	857	12.2	9.6
Directing Traffic	23	1 - 6	64	2.7	0.7
Signals & Gestures	5	1 - 16	22	4.4	0.3
Traffic Violator Contacts	14	1 - 15	69	4.9	0.8
Motor Vehicle Commission	15	1 - 10	59	3.9	0.7
Driving Under the Influence of Alcohol	17	1 - 4	41	2.4	0.5
Chemical Test for Intoxication	16	1 - 40	83	5.1	0.9
Tow Truck Procedures	1	2	2	2.0	0.02
Accident Investigation (Field Problem)	13	2 - 30	116	8.9	1.3
Radar	3	1 - 6	10	3.3	0.1
Traffic Control	41	1 - 49	268	6.5	3.0
Traffic Engineering	19	1 - 20	101	5.3	1.1
Safety Education	10	1 - 20	55	5.5	0.6
Issue Citation	18	1 - 7	55	3.0	0.6
Motor Vehicle Inspection	1	26	26	26.0	0.3

TABLE IV

THE DISTRIBUTION OF HOURS SPENT
IN TEACHING "INVESTIGATION" RELATED TOPICS

Topics	Agencies Teaching Each Topic			Average no. of hours devoted to each topic	
	Number	Range in hours	Total hours	based on no. of agencies teaching topic Av. = total hrs. / no. teaching	based on all 88 agencies Av. = total hrs. / 88
Narcotics	47	1 - 10	172	3.6	2.0
Sex Offenses	42	1 - 10	133	3.1	1.5
Auto Theft	38	1 - 10	92	2.4	1.0
Crime Lab	23	1 - 120	194	8.4	2.2
Burglary	34	1 - 9	105	3.0	1.2
Latent Prints	8	1 - 10	29	3.6	0.3
Finger Prints	29	1 - 30	126	4.3	1.4
Crime Scene Preservation	25	1 - 75	194	7.7	2.2
Mock Crime Scene	5	3 - 7	24	4.2	0.3
Vice Control	28	1 - 12	101	3.6	1.1
Criminal Intelligence	1	4	4	4.0	0.1
Collecting & Preserving Evidence	51	1 - 13	249	4.8	2.8
Robbery	25	1 - 4	59	2.3	0.7
Observation & Investigation	15	1 - 25	71	4.7	0.8
Photography	12	1 - 40	82	6.8	0.9
Explosives	8	1 - 8	28	3.5	0.3
Criminal Investigation	52	1 - 54	609	11.7	6.9
Fugitive Investigation	3	1 - 2	5	1.6	0.1
Homicide Investigation	33	1 - 5	99	3.0	1.1
Disorderly Conduct	16	2 - 5	40	2.5	0.5
Domestic Complaints	26	1 - 7	61	2.3	0.7

TABLE IV (continued)

Topics	Agencies Teaching Each Topic			Average no. of hours devoted to each topic	
	Number	Range in hours	Total hours	based on no. of agencies teaching topic Av. = total hrs. / no. teaching	based on all 88 agencies Av. = total hrs. / 88
Fraudulent Checks	17	1 - 4	40	2.3	0.5
Liquor Law Violations	27	1 - 8	73	2.3	0.8
Prowler Calls	18	2 - 2	36	2.0	0.4
Larceny	23	1 - 5	58	2.5	0.7
Assault Cases	26	1 - 10	74	2.8	0.8
Civil Cases	14	1 - 8	38	2.7	0.4
Interrogation	61	1 - 16	332	5.4	3.8
Criminal Analysis	4	1 - 6	10	2.5	0.1
Missing Persons	7	1 - 3	13	1.8	0.1
Subversion	4	1 - 4	9	2.2	1.0
Drunks	8	2 - 6	22	2.7	0.3
Organized Crime	5	1 - 3	10	2.0	0.1
Receiving Stolen Property	10	1 - 4	26	2.6	0.3
Abandoned Automobiles	2	2 - 4	6	3.0	0.1
Arson	6	1 - 2	10	1.7	0.1

TABLE V

THE DISTRIBUTION OF HOURS SPENT
IN TEACHING "ADMINISTRATION OF JUSTICE"

Topics	Agencies Teaching Each Topic			Average no. of hours devoted to each topic	
	Number	Range in hours	Total hours	based on no. of agencies teaching topic Av. = total hrs. / no. teaching	based on all 88 agencies Av. = total hrs. / 88
Laws of Arrest	75	2 - 18	531	7.1	6.0
Search and Seizure	67	1 - 20	336	5.0	3.8
Criminal Law	74	1 - 100	1027	13.8	11.7
Testifying in Court	58	1 -	211	3.6	2.4
Evidence	66	1 - 20	398	6.0	4.5
Constitutional Law	20	1 - 20	77	3.8	0.9
Juvenile Law	26	1 -	90	3.4	1.0
Municipal Code	30	1 - 18	232	7.7	2.6
Traffic Ordinance (Municipal)	20	1 - 16	110	5.5	1.3
Court Organization	40	1 - 10	137	3.4	1.6
Civil Rights	26	1 - 15	85	3.3	1.0
State Traffic Laws	34	1 - 16	451	13.2	5.1
Confessions & Due Process	15	1 - 8	44	2.9	0.5
Role of the Police	25	1 - 12	84	3.3	1.0
Jurisdiction of the Federal, State & Local Government	18	1 - 8	61	3.3	0.7
Criminal Warrants	12	1 - 4	24	2.0	0.3
Case Preparation	25	1 - 18	102	4.0	1.2
Court Room Procedure	18	1 - 4	50	2.7	0.6
Civil Law	6	2 - 12	32	5.3	0.4
Custodial Law & Procedure	4	2 - 7	13	3.0	0.1

TABLE V (continued)

Topics	Agencies Teaching Each Topic			Average no. of hours devoted to each topic	
	Number	Range in hours	Total hours	based on no. of agencies teaching topic Av. = total hrs. / no. teaching	based on all 88 agencies Av. = total hrs. / 88
Power & Duty of the Sheriff	9	1 - 4	20	2.2	0.2
Prosecutor's Office & His Role	12	1 - 3	23	1.9	0.3
Power & Duty of the Coroner	9	1 - 4	17	1.8	0.2
Criminal Procedure	7	2 - 16	43	6.1	0.5
Moot Court	14	2 - 18	91	6.6	1.0
County - City Ordinances	9	1 - 12	31	3.4	0.2
Probation & Parole	14	1 - 5	28	2.0	0.3
Jurisdiction of Related Agencies	28	1 - 24	151	5.3	1.7

TABLE VI

THE DISTRIBUTION OF HOURS SPENT
IN TEACHING "SOCIAL SCIENCE" RELATED TOPICS

Topics	Agencies Teaching Each Topic			Average no. of hours devoted to each topic	
	Number	Range in hours	Total hours	based on no. of agencies teaching topic Av. = total hrs. / no. teaching	based on all 88 agencies Av. = total hrs. / 88
Public Relations	71	1 - 44	402	5.6	4.6
Human Relations	23	1 - 30	105	4.5	1.2
Police Psychology	15	1 - 30	100	6.6	1.1
Minority Groups	21	1 - 5	60	2.9	0.7
Police - Press Relations	14	1 - 8	31	2.2	0.4
Handling Mentally Ill Persons	37	1 - 12	108	2.9	1.2
Criminology	4	1 - 2	7	1.7	0.1

TABLE VII

THE DISTRIBUTION OF HOURS SPENT
IN TEACHING "PHYSICAL TRAINING AND SKILLS"

Topics	Agencies Teaching Each Topic			Average no. of hours devoted to each topic	
	Number	Range in hours	Total hours	based on no. of agencies teaching topic Av. = total hrs. / no. teaching	based on all 88 agencies Av. = total hrs. / 88
Defensive Tactics	65	1 - 140	1128	17.3	12.7
Weapons	83	2 - 57	1852	22.3	21.0
Police Baton	12	1 - 10	50	4.1	0.6
Crowd & Riot Control	50	1 - 42	362	7.2	4.1
First Aid	67	1 - 36	973	14.2	11.1
Swimming	7	2 - 24	61	8.7	0.7
Military Courtesy	4	1 - 15	18	4.5	0.2
Mechanics of Arrest	41	1 - 25	252	5.9	2.9
Physical Education	19	2 - 69	476	25.0	5.4
Approaching Vehicles	4	2 - 7	17	4.2	0.2
Child Birth	14	1 - 94	126	9.0	1.4
Public Speaking	12	2 - 80	183	15.2	2.1
Typing	8	2 - 80	354	44.1	4.0
Transporting Prisoners	7	2 - 4	16	2.2	0.2
Visual Span Training	4	2 - 2	8	2.0	0.1
Raid Techniques	6	1 - 4	14	2.3	0.2

TABLE VIII

THE DISTRIBUTION OF HOURS SPENT
ON "STAFF SERVICES"

Topics	Agencies Teaching Each Topic			Average no. of hours devoted to each topic	
	Number	Range in hours	Total hours	based on no. of agencies teaching topic Av. = total hrs. / no. teaching	based on all 88 agencies Av. = total hrs. / 88
Uniform Measurement	11	1 - 9	33	3.0	0.4
Personnel Processing	6	2 - 2	12	2.0	0.1
Drawing Equipment	15	1 - 2	20	1.3	0.2
Maintaining Vehicles	11	1 - 12	30	2.7	0.3
Records	23	1 - 15	66	2.8	0.8
Communications Operations	16	1 - 18	62	3.2	0.7

TABLE IX

THE DISTRIBUTION OF HOURS SPENT
ON "PROGRAM TIME"

Topics	Agencies Teaching Each Topic			Average no. of hours devoted to each topic	
	Number	Range in hours	Total hours	based on no. of agencies teaching topic Av. = total hrs. / no. teaching	based on all 88 agencies Av. = total hrs. / 88
Greetings	15	1 - 2	21	1.4	0.2
Orientation	44	1 - 16	131	2.9	1.5
Examinations	53	1 - 40	379	7.1	4.3
Critique	7	2 - 7	21	3.0	0.2
Counseling	7	1 - 5	17	2.4	0.2
Graduation	17	1 - 6	42	2.4	0.5
Physical Exams	0	0	0	0	0
Class Rules & Regualtions	6	1 - 3	13	2.1	0.1
Civil Service	10	1 - 5	18	1.8	0.2

TABLE X

THE DISTRIBUTION OF HOURS SPENT
IN TEACHING "GENERAL" TOPICS

Topics	Agencies Teaching Each Topic			Average no. of hours devoted to each topic	
	Number	Range in hours	Total hours	based on no. of agencies teaching topic Av. = total hrs. / no. teaching	based on all 88 agencies Av. = total hrs. / 88
Note Taking	55	1 - 9	113	2.0	1.3
Department Rules & Regulations	43	1 - 20	156	3.6	1.8
Tour of Facilities	19	1 - 32	127	6.6	1.4
Department Organization	29	1 - 8	71	2.4	0.8
General Orders	10	1 - 6	26	2.6	0.3
Personnel Matters	14	1 - 8	39	2.7	0.4
Ethics	37	1 - 6	81	2.1	0.9
Math	3	2 - 4	9	3.0	0.1
Geography	15	2 - 29	95	6.3	1.1
History of Police	23	1 - 15	66	2.8	0.8
Seminars	1	20	20	20.0	0.2
Spelling - English	10	1 - 24	61	6.1	0.7
Supervision	2	1 - 4	5	2.5	0.06
Civics	6	1 - 8	20	3.3	0.2
Budget	6	1 - 10	20	3.3	0.2
Jail & Booking Procedure	17	1 - 6	47	2.7	0.5

TABLE XI

THE DISTRIBUTION OF HOURS SPENT
IN TEACHING "FIELD TRAINING"

Topics	Agencies Teaching Each Topic			Average no. of hours devoted to each topic	
	Number	Range in hours	Total hours	based on no. of agencies teaching topic Av. = total hrs. / no. teaching	based on all 88 agencies Av. = total hrs. / 88
Field (On-the-Job Training)	26	2 - 144	865	33.2	9.7
Patrol Orientation	8	1 - 66	154	19.2	1.8
Traffic Orientation	7	1 - 40	65	9.2	0.7
Field (Criminal Investigation)	6	1 - 11	33	5.5	0.4

TABLE XII

THE DISTRIBUTION OF HOURS SPENT
IN TEACHING ABOUT "OTHER AGENCIES"

Topics	Agencies Teaching Each Topic			Average no. of hours devoted to each topic	
	Number	Range in hours	Total hours	based on no. of agencies teaching topic Av. = total hrs. / no. teaching	based on all 88 agencies Av. = total hrs. / 88
Federal Bureau of Investigation	19	1 - 8	38	2.0	0.4
Treasury Department	5	1 - 4	10	2.0	0.1
Post Office Department	10	1 - 5	22	2.2	0.3
Bureau of Narcotics	1	2	2	2.0	0.02
State Police	4	1 - 4	10	2.5	0.1
Border Patrol	4	1 - 2	6	1.5	0.1
Secret Service	12	1 - 2	23	1.9	0.3
Fire Department	4	2 - 7	16	4.0	0.2
National Park Service	1	2	2	2.0	0.02
Indian Affairs	3	2 - 10	15	5.0	0.2
Immigration & Naturalization	12	1 - 9	31	2.5	0.4

TABLE XIII

THE DISTRIBUTION OF HOURS SPENT
IN TEACHING "MISCELLANEOUS" TOPICS

Topics	Agencies Teaching Each Topic			Average no. of hours devoted to each topic	
	Number	Range in hours	Total hours	based on no. of agencies teaching topic Av. = total hrs. / no. teaching	based on all 88 agencies Av. = total hrs. / 88
Dogs	8	1 - 2	13	1.6	0.1
Disaster Operation	7	2 - 18	30	4.2	0.3
Detecting Radio Activity	4	3 - 4	14	3.5	0.2
Fire Scene Duties	9	1 - 74	93	10.3	1.1
Blood Donation	2	2 - 3	5	2.5	0.1
Civil Defense	13	1 - 16	50	3.8	0.1
Criminal Control Laws	3	1 - 3	5	1.6	0.1
Bicycle Detail	1	1	1	1.0	0.01
Police & the Ambulance	4	1 - 5	9	2.2	0.1
Anti-Communism	5	2 - 6	16	3.2	0.2
Basic Spanish	1	54	54	54.0	0.6
London Police Methods	1	2	2	2.0	0.02
Electrical Wires - Emergency Procedures	4	3 - 5	16	4.0	0.2

FIRST DRAFT

BASIC RECRUIT TRAINING SURVEY

STATE OF NEW JERSEY

The Law Enforcement Training Project, a research project initiated by the Police Training Commission of the State of New Jersey in cooperation with the New Jersey State Department of Education, is undertaking a survey of basic recruit training in the state of New Jersey. The goal of this survey is to gather information to assist the Commission in developing the most effective basic recruit training program.

You can play an important role in this study by answering the questions below as fully as possible. Your responses will be treated confidentially. All the information given will be used for statistical purposes only.

For the purpose of this survey, the term basic recruit training refers to the training usually offered immediately upon appointment and preceding active assignment. In New Jersey this refers to the mandated basic recruit training program.

Please print.

Please use the enclosed envelope to return this form to:

Law Enforcement Training Project
Police Training Commission
1100 Raymond Boulevard
Newark, New Jersey 07102

1. Name of person completing this questionnaire

_____

2. Title _____ Sworn Officer ☐ Yes ☐ No

Instructor ☐ Full-time ☐ Part-time

3. Name of Agency _____

4. Address _____

_____

5. Have you received a Police Training Commission teaching certificate?

Yes [ ] No [ ]

6. Indicate the number of classroom hours you have taught the following subjects from January 1, 1966.

	Basic Training	In-Service Training
Patrol	____	____
Traffic	____	____
Investigation	____	____
Administration of Justice	____	____
Social Science (See Table I)	____	____
Physical Training and Skills	____	____
Staff Services (See Table I)	____	____
Program Time (See Table I)	____	____
General (See Table I)	____	____
Field Training	____	____
Other Agencies (See Table II)	____	____
Miscellaneous (See Table I)	____	____
Other (Please List)	____	____
_____	____	____
_____	____	____
_____	____	____
Total Hours Taught	____	____

Instructions

The main portion of this questionnaire consists of a list of topics used in a recent national curriculum survey of basic recruit training.

We expect to compare the results of the national curriculum survey with the results of this New Jersey survey. Although one question requests information already partly known to the Commission, it is necessary to have the information in the form presented here so that we can compare the results of the local and the national surveys. From the comparisons and with your help on this questionnaire, we hope to make recommendations for an improved basic recruit training program.

7. Table I is a list of the topics as used in the national survey.

   In column 1 please indicate the number of hours devoted to each topic taught in your school's basic recruit training program. Express any fractions in terms of quarter hours (e.g. 1/4, 1/2, 3/4). If any topic is not applicable to your school, please fill in the letters N.A.

8. In column 2 please rate the comparative importance in your opinion of each topic listed in Table 1 on a numerical scale from 5 (most important) to 1 (least important). Rate each topic whether or not the topic is taught in your school.

   The number 5 should be used for topics which are the most important topics for recruit policemen to know.

   The number 4 should be used for topics which are very important.

   The number 3 should be used for topics which are important.

   The number 2 should be used for topics which are of some importance.

   The number 1 should be used for topics which are of little importance.

9. Keeping within the current time limits of your complete basic training

program, indicate in column 3 the number of hours which <u>should be</u> devoted to teaching each of the topics included in your training program. If any topic is not applicable to your school, please fill in the letters <u>N.A.</u>

10. Please indicate the topics which should be <u>added</u> to your school's basic training program. In column 4, indicate these additional topics by listing the number of hours or fractions which should be added to teach thse additional topics. If you believe a topic is not applicable, please fill in the letters, <u>N.A.</u>

Table I

Major Subject Area: Patrol	1. The number of hours (or fractions) in the basic training program.	2. Importance of each topic (scale 5-1)	3. The number of hours (or fractions) which should be devoted to the topics in the program	4. Additional topics. Required number of hours (or fractions) to teach
Subtopics: Report Writing				
Use of the Police Radio				
Handling Juveniles				
Report Forms				
Defensive Driving				
Patrol Techniques				
Field Notebook				
Other (Specify)				
Sub-total				
Major Subject Area: Traffic				
Subtopics: Accident Investigation (class)				
Directing Traffic				
Signals and Gestures				

In the final questionnaire all 12 major subject areas consisting of 168 topics will be listed as indicated above. The 12 major subject areas and 168 topics may be found on pages 19-22 of the Initial Curriculum Survey prepared by the Law Enforcement Training Project.

11. Indicate the percentage of your total teaching time in which you used each of the following methods of instruction.

____% a. Lecture by instructor

____% b. Discussion between recruits and instructor

____% c. Demonstration by instructor

____% d. Practices in the use of work devices (such as the two-way radio, report forms and notebook, the patrol car, handcuffs, baton, weapons, drunkometer, summonses, etc.)

____% e. Direct field observation of police facilities (such as communications facilities, lab facilities)

____% f. Direct field observation of police officer activities.

____% g. Actual field exercises (participation in the activities of a police officer under the guidance and supervision of selected police officers)

____% h. Simulated field problems (such as acting out the apprehension and arrest of a shoplifter)

____% i. Instructional materials, such as films, T. V., recordings, slides, etc.

____% j. Individual conferences with student

____% k. Other (explain) _____

_____

_____

12. Are you currently using or planning to use any new training materials (such as the I. A. C. P. Training Keys) for training police recruits?

☐ Yes ☐ No

Please explain briefly _____

_____

_____

_____

13. For each of the 9 statements below, please check which of the listed characteristics best describes your basic recruit training program.

A. The major emphasis of your curriculum content was on

(1) The acquisition of knowledge - the concepts, ideas and facts needed for carrying out the job of a law enforcement officer.

(2) The development of attitudes needed for carrying out the job of a law enforcement officer.

☐ Statement (1) fits better

☐ Statement (2) fits better

B. The objectives of your training program were determined mainly by

(1) A systematic analysis of the skills and knowledge needed by police officers.

(2) Suggestions made by police experts.

☐ Statement (1) fits better

☐ Statement (2) fits better

C. Your training program was intended mainly

(1) To provide information needed to perform police service.

(2) To provide practice in performing police service.

☐ Statement (1) fits better.

☐ Statement (2) fits better

D. Your training program was primarily designed

(1) To emphasize community service activities (such as furnishing of first aid to injured persons).

(2) To emphasize enforcement activities (such as apprehending and prosecuting criminals).

☐ Statement (1) fits better

☐ Statement (2) fits better

E. Your training program was conducted mainly by

(1) Lecture or a combination of lecture and discussion.

(2) Practice in solving police problems.

☐ Statement (1) fits better

☐ Statement (2) fits better

F. Your training program mainly emphasized

(1) Instruction related to actual practices in the field.

(2) Instruction related to the "ideals" of police work.

☐ Statement (1) fits better

☐ Statement (2) fits better

G. Your training program mainly emphasized that

(1) Policemen exercise broad discretionary powers in enforcing the law.

(2) Policemen exercise no discretion and only enforce the law.

☐ Statement (1) fits better

☐ Statement (2) fits better

H. Your training program was organized so that major topics of the curriculum were

(1) Given once and not repeated again.

(2) Repeated or referred to at other points in the program.

☐ Statement (1) fits better

☐ Statement (2) fits better

I. Your training program was organized so that

(1) Curriculum topics were presented in a systematic and planned sequence so that topics presented later are related to preceding ones.

(2) Curriculum topics are separate and not related to preceding ones.

☐ Statement (1) fits better

☐ Statement (2) fits better

14. What means did you use to evaluate your basic recruit training program(s)?

	Recruits in Training	Superior Field Officers
a. Interviews of	☐	☐
b. Written reports from	☐	☐
c. Questionnaires from	☐	☐
d. Observations of	☐	☐
e. Tests	☐	☐

f. Other (please specify) _____

_____

15. How would you rate the adequacy of your basic recruit training program considering the resources at your disposal?

☐ highly effective ☐ effective ☐ not effective

16. If you have any ideas for improving basic recruit training, please describe them in the space provided.

_____

_____

_____

APPENDIX D

Five copies of the Initial Curriculum Study were bound separately and may be obtained by contacting the United States Office of Education.

OE 6000 (REV. 9-66)

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION

ERIC REPORT RESUME

(TOP)

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RETRIEVAL TERMS

600 Curriculum Research of Basic Police Training
601 Task Analysis of Police Service
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Police
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Law Enforcement
606

IDENTIFIERS Edex Student-Response Systems
607 New Jersey Police Training Commission, Law Enforcement Training Project

ABSTRACT

800 The purpose of this study was to improve basic police training by in-
801 vestigating what should be taught to recruits and by producing efficient
802 standardized instructional materials. The Project was unexpectedly termin-
803 ated and therefore these objectives were only partially fulfilled.
804 The beginning research results appeared in the Initial Curriculum Study.
805 It indicated the need to devise a method for developing basic police training
806 programs related to actual field performance. A method was designed. It
807 entailed evaluating the police functions and tasks by analyzing (1) local
808 police department objectives, (2) the department structure (3) police
809 operational activities, (4) the local community expectations and, (5)
810 local basic police training programs.
811 Raw data describing basic training programs of a representative national
812 sample of agencies was gathered to determine what was considered important
813 in basic training. The data analysis revealed that almost one-half the
814 average number of hours is devoted to "Physical Training and Skills" and
815 "Administration of Justice." The most frequently taught topics were ranked
816 with respect to the number of agencies teaching them and the number of hours
817 devoted to them. Substantial differences emerged in the programs of different
818 agencies. Thus, it appears that the widely accepted practice of using
819 "national" or "model" curricula as guides is not a reliable method for
820 developing basic police training curricula.
821
822